DOCUMENT RESUME

ED 250 887 EC 171 124

TITLE	A Resource Guide to Developing Annual Goals, Short-Term Instructional Objectives and Performance Objectives.
INSTITUTION	Michigan State Board of Education, Lansing.
PUB DATE	Jan 84
NOTE	71p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Objectives; *Student Evaluation
IDENTIFIERS	*Michigan

ABSTRACT

The manual was intended to clarify the relationship among annual goals, short-term instructional objectives and performance objectives for special education students in Michigan. An overview of state and federal requirements is followed by analysis of the annual goals (general statements relating to a skill area without specific reference to observable behaviors), short-term instructional objectives (which define each annual goal in terms of the specific skill or behavior the student is to learn), and performance objectives (specific steps leading to completion of the short-term instructional objective). The relationships among the three levels are examined. Questions and answers are followed by appended information, composed largely of sample annual goals, short-term instructional objectives, and performance objectives. (CL)

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A RESOURCE GUIDE TO DEVELOPING ANNUAL GOALS, SHORT-TERM INSTRUCTIONAL OBJECTIVES AND PERFORMANCE OBJECTIVES

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Michigan State Board of Education

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A RESOURCE GUIDE TO DEVELOPING ANNUAL GOALS, SHORT-TERM INSTRUCTIONAL OBJECTIVES AND PERFORMANCE OBJECTIVES

January 1984

TABLE OF CONTENTS

History 1

Overview 3

Annual Goals 5

Short-term Instructional Objectives 9

Performance Objectives 13

The Relationship between Annual Goals, Short-term Instructional Objectives and Performance Objectives 17

Questions and Answers 19

Appendix A: Sample Annual Goals, Short-term Instructional Objectives and Performance Objectives 25

Appendix B: Resources 45

References 50

HISTORY

On November 29, 1975, President Gerald Ford signed into law P.L. 94–142, which has since become known as the Bill of Education Rights for Handicapped Children. In reality, this legislation was a comprehensive revision of Part B of the Education of the Handicapped Act (Title VI of P.L. 91–239). It was the product of a movement led by parents and educators to require that a free appropriate public educational program be provided to all handicapped children. While the Act itself was new, much included in it was familiar with its roots in legislation and court decisions dating back to the 1950s.

Michigan educators recognized the mandates of P.L. 94–142 because of the role the state played as a pioneer in special education. Michigan's policy on mandatory special education law (originally P.A. 198 of 1971) was based on Article 8 of the Michigan Constitution of 1963. In 1976 the Legislature passed Public Act 451, which is commonly referred to as the School Code of 1976. Article 3 of this code contains the special education mandate which was previously found in P.A. 198 of 1971.

The first set of administrative rules for special education in Michigan took effect in September of 1973. These rules were revised in January of 1977. In August of 1980, another revision enabled Michigan rules to be consistent with the regulations of P.L. 94–142 which had taken effect in the Fall of 1977. Special education rules were again revised in August of 1982, relaxing class size and age span requirements due to a poor fiscal climate. Finally, recently approved rules for autism required a fourth revision of the Special Education Rules.

Michigan was one of the first states to enact special education legislation requiring educational agencies to guarantee due process rights to handicapped students and their parents. Educational Planning and Placement Committees (EPPC) were given the responsibility for recommending programs and services and teachers were required to develop performance objectives upon which instruction was then based. Subsequently, P.L. 94–142 required the development of annual goals and short-term instructional objectives. This gave Michigan the current three-tiered system of annual goals, short-term instructional objectives and performance objectives which is now required.

Prior to 1980, school districts in Michigan convened EPPC meetings. When the federal regulations took effect, each child was to have an individualized education program (IEP). During the rule revision phase, Michigan EPPC meetings were changed to IEPC meetings to reinforce the concept of the committee writing the IEP.

In response to the many questions raised by teachers, administrators and others directly involved in the provision of special education programs and services, this document was written to clarify the relationships among annual goals, short-term instructional objectives and performance objectives. The intent of the Office of Special Education Services and those who developed this document was to provide a concise description of the three-tiered system required by state and federal rules, as well as guidelines and specifications for each level. The material that follows was designed to be useful to those who are in the "front lines" of special education in Michigan.

OVERVIEW

Michigan rules (as well as P.L. 94–142) partially define special education as specifically designed instruction to meet the unique needs of the handicapped child. Each students's unique needs are inferred from the statement of the student's **present level of educational performance.** From this information, the Individual Educational Planning Committee (IEPC) develops **annual goals** and **short-term instructional objectives** that identify the specific individual skills which are the focus of the student's educational program until the next IEP is developed. Michigan Rules require that **performance objectives** be developed by the service providers from the annual goals and short-term instructional objectives.

While the annual goals, short-term instructional objectives and performance objectives reflect individual needs, they do not reflect all of the educational activities* in which the student will participate. They do not reflect the total classroom programming. They are not intended to be an administrative or parental tool for keeping track of teacher and related support service time. Rather, they are designed to:

- be a vehicle for communication among service providers and parents.
- address the unique needs of the student.
- take the student from his/her present level of educational performance to the completion of the annual goal.
- be a written record of reasonable expectations of student progress.
- be useful for both parents and school personnel in reviewing student progress toward meeting those goals and objectives.

While each individual service provider (e.g., teacher, occupational therapist, physical therapist, school social worker, teacher of the speech and language impaired) may recommend individual goals and objectives, the IEP must reflect a coordinated effort. There should be only one IEP and only one IEPC meeting even when more than one special education service is provided. The intent is to identify the goals and objectives for the whole child in an integrated manner, and then to specify the types of special education programs and services required to meet them. Committee members use the student's present level of educational performance to identify areas of need, develop the appropriate goals and objectives, and from there, the IEPC determines programs and services.

The IEPC may be reconvened at any time at the request of the parent or school to review or modify the placement, service or instructional program.

* *The term "educational activities" is not to be confused with program or service. Every special education program and service must be reflected on the IEP.*

ANNUAL GOALS

"Annual goals" means a set of general statements which represent expected achievement over a year's time for handicapped persons enrolled in special education programs or services. Michigan Special Education Rules (R340.1701(d)).

Annual goals (AGs) are general statements relating to a skill area without specific reference to observable behaviors. They provide purpose and focus for individual programming. Generally, annual goals are not directly measurable and must be translated into instructional objectives in order to be measured. Annual goals may be written at different levels of specificity depending on the functioning level of the student. For example, "Mary will improve computation skills" could be an annual goal for one student, while "John will improve in counting objects to 10" might be a more appropriate goal for a lower functioning student.

Annual goals are determined from the statement of the present level of educational performance. The annual goals address specific skills needs. A special education curriculum for students who are meeting special education graduation requirements must include physical education, personal adjustment, prevocational, and vocational training. Attention must be given to these areas when writing goals and objectives for such students. After such attention is given by the IEPC, if annual goals are not developed in these areas, it is advisable that a statement be made indicating that annual goals in those areas are not appropriate.

ANNUAL GOALS MUST:

- be determined by the IEPC at the IEPC meeting.
- be written on the IEP.
- be based on the present level of educational performance.
- be written in terms of what skills the student will learn or improve.
- be written in terms of expected achievement within one year.

HOWEVER, ANNUAL GOALS ARE:

- **NOT** finalized prior to the IEPC meeting.
- **NOT** limited to or defined only by the predetermined classroom activities.
- **NOT** determined by the annual goals of the other students.
- **NOT** written in terms of what the service provider(s) will do.

Members of the IEPC are encouraged to come to the IEPC meeting prepared with a set of suggested annual goals. Parents must be given the opportunity to participate in the development of the IEP. Thus, the final determination of annual goals takes place at the meeting. The student's program must be dictated by his/her individual needs and not by the existing classroom activities or curriculum.

FIT THE PROGRAM TO THE KID,
NOT THE KID TO THE PROGRAM!

To help clarify the difference between annual goals, short-term instructional objectives and performance objectives, samples of each component from three different IEPs are presented. Each sample contains (1) a statement of the student's present level of educational performance for the annual goal, (2) an annual goal developed from that statement, (3) short-term instructional objectives derived from that annual goal, and (4) performance objectives for each of the short-term instructional objectives. These samples are used throughout this document to illustrate each component. A complete listing of annual goals and short-term instructional objectives for each of these samples as well as the performance objectives for each short-term instructional objective are found in Appendix A.

The first sample comes from an IEP for Andy, an upper elementary level educable mentally impaired student. He is currently mainstreamed for physical education, art and music while receiving the remainder of his education in a special education classroom. It is reported at the IEPC that Andy performs at the 2.7 grade level in math as measured by the Key Math series. Based on that information, the IEPC members define one of his annual goals as improving his math skills to the 3.5 grade level. This is the expected achievement for Andy within the next year.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	
2.7 grade level in basic skills as measured by Key Math Test	Andy will improve his math skills to the 3.5 grade level.	Andy will improve his math skills in basic addition to the 3.0 grade level as measured by Key Math Test.		
		Andy will improve his math skills in basic subtraction to the 3.0 grade level as measured by the Key Math Test.		

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The second sample is taken from an IEP for Sue, a secondary level learning disabled student who is currently full-time in regular education and receiving support services from a teacher-consultant. At the IEPC a statement included as part of her present level of educational performance indicates that she reports to class without materials and has difficulty remaining on a task for more than ten minutes at a time. Improvement in her work habits is determined by the IEPC as one of her annual goals. This annual goal is based on Sue's present level of performance and describes what Sue will work toward in the next year.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	
Sue reports to class without materials; has difficulty remaining on a task for more than ten minutes at a time.	Sue will improve her work habits.			
Sue has difficulty completing tasks and taking tests.	Sue will receive a passing grade in all regular			

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The final sample is taken from an IEP for Tom, a young multiply handicapped student receiving all of his educational programming in a self-contained special education classroom. Tom ambulates with a walker and has limited use of his arms. At the IEPC, it is reported that Tom is already schedule-trained for toileting, can ambulate to the bathroom on his own, and can pull down his pants with assistance. Based on these skills, the IEPC agrees to begin independent toilet training with Tom and has defined improvement in toileting as one of his annual goals.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	[illegible]
Tom is schedule trained to use the toilet and is able to pull down his pants with assistance	Tom will improve with toileting	The student will demonstrate the necessary dressing skills for toileting (Criterion: 3 times).	With prompt, pulls down unfastened pants (on 3 consecutive occasions). With prompt, pulls up pants after toileting (on 3 consecutive occasions). Undresses lower or upper garment (without assistance) (3 out of 4 trials).	[illegible]
Observations indicate deficiency in bilateral hand coordination necessary for dressing skills. Self-care skills at 18 month level.	Tom will increase his dressing skills.	Tom will remove clothing items (Criterion: 10/10 of selections selected from self-help environment). [illegible] (Criterion: 100% of [illegible]	With shirt unfastened, the student removes shirt (on 3 consecutive occasions). With pants unfastened, the student removes pants (on 3 consecutive occasions). With shirt unfastened, the student removes it (on 3 consecutive occasions). Given undergarment with front forward, puts them on (4 out of 5 trials). Pulls an item (shirt forward (4 out of 5 trials).	[illegible]

Each of these samples contains a statement of the student's present level of educational performance. Based on this statement, an annual goal to address that deficit is defined. The annual goal represents the expected achievement by the student for the next year. The annual goal is written in terms of what the student will learn during that time.

Annual goals reflect the needs of the individual. For a more severely handicapped student, the annual goals may represent a very small increment in the learning sequence. For a mildly handicapped student, the annual goal may represent a much larger increment. While the amount of learning varies among students, each annual goal represents the expected achievement within one year for a specific student in one deficit area.

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SHORT-TERM INSTRUCTIONAL OBJECTIVES

"Short-term instructional objectives" means objectives written in measurable terms which relate to annual goals and represent expected achievement over several weeks or months but not more than 1 year. Michigan Special Education Rules (R340.1701b(c)).

Short-term instructional objectives (IOs) describe what the student is to learn and how to measure when that learning has occurred. The IOs define each annual goal in terms of the specific skill or behavior the student is to learn. The IOs define how each annual goal is reached and are, therefore, more detailed. An instructional objective defines a behavior or skill that the student should be expected to learn within the school year. In some cases there may be only one instructional objective for each AG, but usually there are several. When the IOs listed for each annual goal are completed, that AG is completed for that IEP.

Short-term instructional objectives and annual goals are mandated components of the IEP that must be determined by the IEPC. Both are based on information about the student's present level of educational performance. The sources of information for determining the annual goals and instructional objectives include the multi-disciplinary evaluation team (MET) report, parent input, ongoing assessment, and expectations of future life activities.

Annual goals (AGs) and short-term instructional objectives (IOs) are interdependent. Annual goals are necessary for the development of IOs as they provide the general direction for programming. IOs are the measurable steps toward achieving the annual goals. Instructional objectives may be worked on sequentially or simultaneously. Completion of the short-term instructional objectives listed for an annual goal represents completion of the AG for that IEP.

Criteria for short-term instructional objectives, evaluation procedures and schedules of evaluation are required on the IEP. **Criteria** specify <u>how</u> the skill is to be measured; **evaluation procedures** define <u>what</u> method is to be used to measure achievement of the skill; and the **evaluation schedules** specify <u>when</u> the evaluation procedures occur.

Criteria determine successful completion of the short-term instructional objectives and may be established in a variety of ways. Criteria may be written as:

Grade Level – increased achievement such as "will improve reading comprehension from 3.6 to 4.0 grade level"

Grades – improvement of grades earned in the regular classroom such as "will complete all class assignments with a grade of C or better"

Percentage or number of skills of POs acquired – the number of tasks, skills, or performance objectives to be learned such as "will learn 80% of selected addition facts," "will learn 100% of selected POs related to addition," or "will learn at least 10 addition skills"

The above measures are not exhaustive. Other criteria for measuring achievement of the IOs may be used. Sometimes use of more specific criteria such as those described in the section on performance objectives may be appropriate.

Evaluation procedures describe what method is to be used to measure achievement. They include such methods as standardized achievement tests, pre- and post-tests which accompany existing curricula, systematic observation of behavior or informal teacher-made tests. When the criterion for an IO is a percentage or number of selected performance objectives, the evaluation procedure may be determined by the method of assessment established for each PO, and the procedure should appear on the IEP. If using a prepared curriculum which contain evaluation procedures, these procedures should be stated on the IEP, e.g., "Specified in the TMI curriculum."

Evaluation schedules define when the measurement occurs. They indicate the frequency of evaluation such as "October and May," "by April 1984," "regularly throughout the year," "at semester end" or "each card marking period."

SHORT-TERM INSTRUCTIONAL OBJECTIVES MUST:

- be determined by the IEPC at the IEPC meeting.
- be written on the IEP.
- be written in terms of what the student will learn.
- be derived from the annual goals written on the IEP.
- be written in measurable terms.
- include appropriate objective criteria for measurement.
- be evaluated and reviewed at least annually.

HOWEVER, SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE:

- **NOT** finalized prior to the IEPC meeting.
- **NOT** limited to or defined only by the predetermined classroom activities.
- **NOT** written in terms of what the service provider(s) will do.
- **NOT** changed without reconvening the IEPC.
- **NOT** the same as annual goals.
- **NOT** written independent of the annual goals.

Members of the IEPC are encouraged to have planned a sequence of short-term instructional objectives to correlate with the annual goals prior to the IEPC meeting. As stated previously, parents must be given the opportunity to participate in the development of the IEP, including the determination of the short-term instructional objectives.

The following samples illustrate short-term instructional objectives derived from the annual goals determined by the IEPC. In the first sample, two short term instructional objectives are listed for the annual goal of improving math skills. (See the completed samples in the appendix for the evaluation procedures and schedules.) Andy is to improve his math skills in basic addition and basic subtraction to the 3.5 grade level as measured by the Key Math test. These two IOs pinpoint what the IEPC expects Andy to learn to accomplish this annual goal. The criteria to accomplish both IOs is performance at the 3.5 grade leve on the Key Math test. The Key Math test is the evaluation procedure used to measure these IOs. These IOs are more specific than the annual goal, pinpointing the specific focus of his improvement in math.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS
		SHORT-TERM INSTRUCTIONAL OBJECTIVES	
		Andy will improve his math skills in basic addition to the 3.5 grade level as measured by Key Math Test.	
		Andy will imarove his math skills in basic subtraction to the 3.5 grade level as measured by the Key Math Test.	

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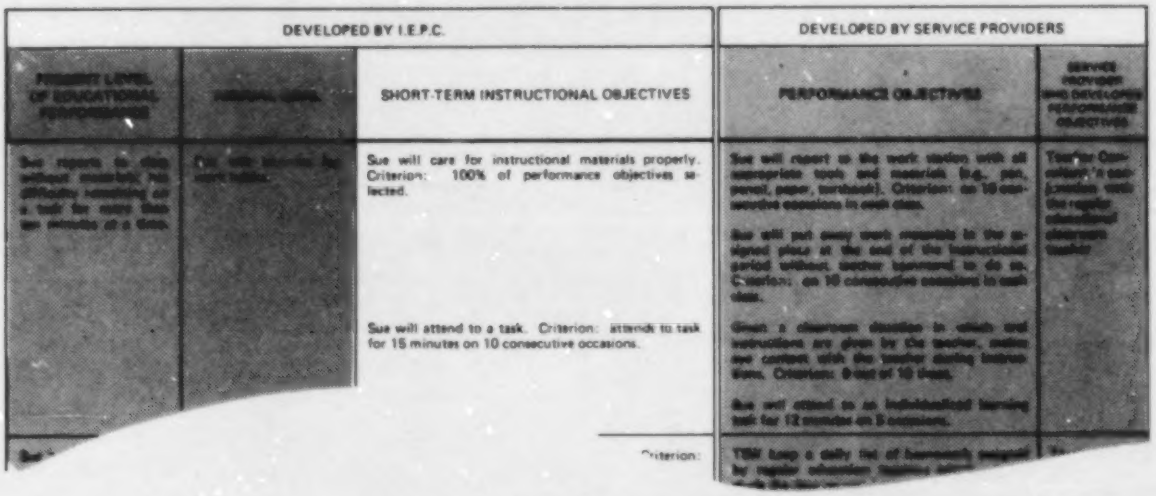
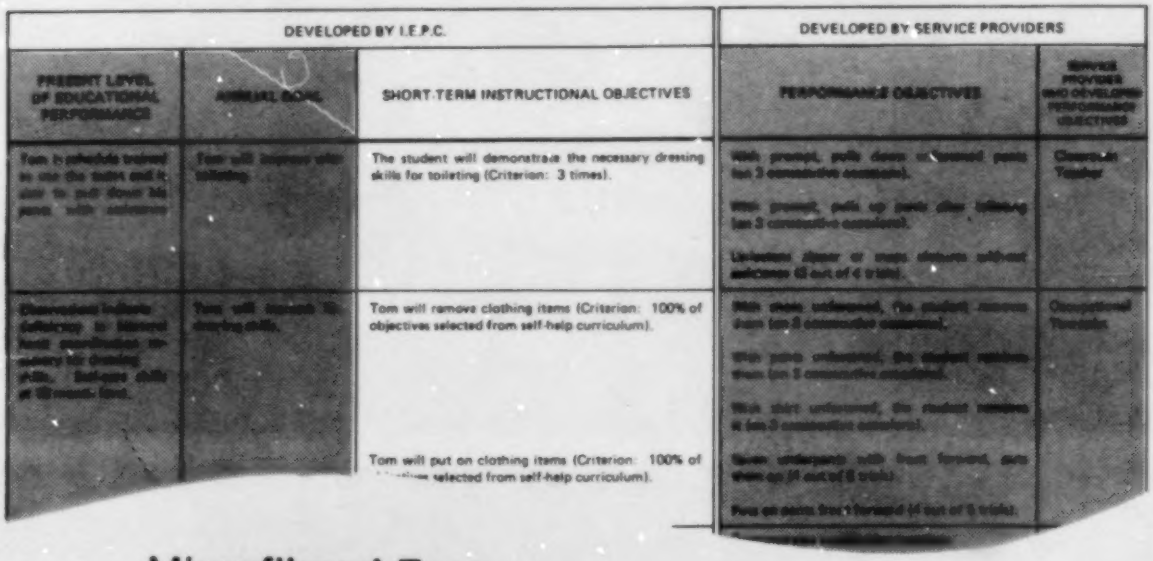
The second sample shows the first short-term instructional objective for Sue's annual goal of improving work habits. Improvement in her work habits has been broken down into caring for instructional materials properly and improving her on-task behavior. Both IOs are defined in terms of what Sue is to learn and are derived from the annual goal. Measurement of the objectives is in terms of accomplishment of all the performance objectives selected for that IO.



DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER AND DEVELOPED PERFORMANCE OBJECTIVES
Sue reports to class without materials, has difficulty remaining on a task for more than ten minutes at a time.	Sue will improve her work habits.	Sue will care for instructional materials properly. Criterion: 100% of performance objectives selected. Sue will attend to a task. Criterion: attends to task for 15 minutes on 10 consecutive occasions.	Sue will report to the work station with all appropriate tools and materials (e.g., pen, pencil, paper, textbook). Criterion: on 10 consecutive occasions in each class. Sue will put away work materials in the assigned place at the end of the instructional period without teacher supervision or cue. Criterion: on 10 consecutive occasions in each class. Given a classroom discussion in which oral instructions are given by the teacher, states are correct with the teacher stating instructions. Criterion: 9 out of 10 trials. Sue will attend to an individualized learning task for 12 minutes on 5 occasions.	Teacher Consultant's consultation with the regular educational classroom teacher
		Criterion:	TSW keep a daily list of homework assigned by regular education teacher	

The third sample lists the short-term instructional objectives that Tom is to accomplish to improve his toileting skills. The first IO is measured in terms of a cumulative count and the second measured in terms of accuracy. These more detailed criteria are described in the performance objectives section. Teacher observation is used to measure these instructional objectives. Accomplishment of these IOs is to be evaluated and reviewed at least annually. Both short-term instructional objectives quantify what the student must accomplish to improve his toileting skills.



DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER AND DEVELOPED PERFORMANCE OBJECTIVES
Tom is scheduled trained to use the toilet and is able to pull down his pants with assistance	Tom will improve toilet training.	The student will demonstrate the necessary dressing skills for toileting (Criterion: 3 times).	With prompt, pulls down undressed pants (on 3 consecutive occasions). With prompt, pulls up pants after toileting (on 3 consecutive occasions). Undresses lower or upper clothing without assistance (3 out of 4 trials).	Classroom Teacher
Demonstrates toileting deficiency in bilateral hand coordination necessary for dressing skills. Requires daily at 10 minute time.	Tom will improve his dressing skills.	Tom will remove clothing items (Criterion: 100% of objectives selected from self-help curriculum). Tom will put on clothing items (Criterion: 100% of objectives selected from self-help curriculum).	With shoes unbuckled, the student removes shoes (on 3 consecutive occasions). With pants unbuttoned, the student removes them (on 3 consecutive occasions). With shirt unbuttoned, the student removes it (on 3 consecutive occasions). Given underpants with front forward, puts them on (4 out of 5 trials). Puts on pants from a forward (4 out of 5 trials).	Occupational Therapist

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PERFORMANCE OBJECTIVES

"Performance objectives" means a set of specific behavior statements representing measurable steps toward the achievement of the short-term instructional objectives and annual goals written in the individualized education program. Michigan Special Education Rules (R340.1701a.(j)).

Performance objectives (POs) are specific steps leading to the completion of the short-term instructional objective. POs break each short-term instructional objective down into small steps which are the focus of the educational programming for the student. Each performance objective must be measurable. POs are developed by the individual service provider rather than the IEPC as a whole. Each individual service provider must have POs related to specific short-term instructional objectives. The POs must be available for review. However, POs can be changed, added or deleted at the discretion of the individual service provider without convening an IEPC.

There is considerable confusion as to how short-term instructional objectives (IOs) differ from performance objectives (POs) in content and format. The relationship between IOs and POs is similar to the relationship between AGs and IOs. Short-term instructional objectives are manageable steps toward the achievement of the annual goal. Similarly, performance objectives are manageable steps toward the achievement of the short-term instructional objective. Performance objectives are more specific than the short-term instructional objective.

The Michigan rules are not specific in defining the format or necessary components of a performance objective. In a review of the literature on the component parts of a performance objective, Roberts (1982) concludes that from three to eight components are suggested. Based on this review, it is recommended that most POs include three components. They are:

1. the behavior or skill to be learned,
2. the criteria used to determine accomplishment of the behavior or skill,
3. the conditions under which the student is to perform the behavior or skill, where appropriate.

Service providers may write performance objectives that include more detailed information and contain more components. However, these three components are recommended.

COMPONENT ONE: BEHAVIOR OR SKILL TO BE LEARNED

The behavior or skill to be learned is the observable performance that demonstrates that the learner has acquired the behavior or skill. The stated behavior or skill must reliably communicate what the service provider is to observe the student doing. Typically, there are two parts to the statement of behavior or skill. The first part identifies the knowledge to be learned. The second part defines the action necessary to demonstrate the knowledge learned. Examples of knowledge are:

Verbal learning, such as vocabulary lists, names of people;

Procedures, such as how to line up, the steps in long division, how to use the library;

Concepts, such as roundness, number sets, principles of economics, pluralization.

Examples of actions are:

the student will *list*....., the student will *write*....., the student will *say*....., the student will *sort*....., the student will *point*.....

COMPONENT TWO: CRITERIA USED TO DETERMINE ACCOMPLISHMENT

Criteria are the measures used to determine when the student has accomplished the behavior or skill. The method selected depends on the student and the behavior or skill being taught. When using prepared objectives which contain criteria, it may be necessary to modify the criteria to meet the needs of the individual student.

There are many ways to state the criteria used to measure the behavior or skill. The following are commonly used criteria.

Accuracy refers to the number of times a behavior or skill occurs within a given number of opportunities for the behavior or skill to occur. It may be expressed in terms of a percentage or the number of successful trials, such as 80%; 14 out of 15 times; 10 consecutive times.

Cumulative counts refers to the number of times a behavior occurs without a times reference, such as "waves goodbye on 5 occasions"; "reads 3 books"; completes 5 art projects"; "requests assistance from the teacher on 3 occasions."

Duration refers to the amount of time a specific behavior or skill occurs. It may be used to measure an increase or decrease in the amount of time it takes the student to perform the task, such as "attends to task for 15 minutes"; "walks to next class within the 5 minute class change period."

Rate refers to the number of times the behavior or skill occurs within a time reference. Time is used with the cumulative count to express rate, such as "is not tardy more than 2 times per week"; "uses bathroom independently 3 times per day"; "writes 3 sentences in 30 minutes."

There are other criteria which may be used to determine accomplishment of the behavior or skill. One less frequently used measure is distance such as "walks 10 feet." Different criteria can by combined, such as "walks 10 feet within 2 minutes" (distance and time); "attends to task for 5 minutes on 10 occasions" (duration and cumulative count); "catches a ball 80% of the time on 3 occasions" (accuracy and cumulative count).

COMPONENT THREE: CONDITIONS UNDER WHICH THE STUDENT WILL PERFORM

Conditions are the circumstances under which the student must perform the behavior or skill or demonstrate the knowledge. Conditions are not necessary for every performance objective, but should be used to further clarify the PO when appropriate. Conditions may include one or more of the following:

Level of assistance needed, such as "independently"; "with a prompt."

Materials used, such as "presented with flashcards with 3 inch letters"; "given an auditory signal"; "when shown pictures of animals."

Special appliances needed, such as "using a tape recorder"; "with a Bliss board"; "using a wheelchair"; "using his calculator."

Location where the behavior will occur, such as "in the classroom"; "in his seat"; "in the lunchroom"; "at the grocery store."

In some cases, the condition is assumed and need not be stated. For example, a performance objective states that "the student will write the numbers from 1 to 10 in sequence on three occasions." This PO implies several conditions--using a pencil and piece of paper; writing the numbers from memory and not from dictation. In another situation, a PO might read "the student will write the numbers 1 to 10 correctly from dictation within one minute on three occasions." In this situation, the condition ("from dictation") needs to be specified.

Performance objectives may contain additional information when it is deemed appropriate by the service provider. When mastery of a particular skill by a certain date is critical, that information may be part of the performance objective. However, an expected date of achievement for each PO is not required. Evaluation procedures may be written into performance objectives if needed for clarification. However, as long as evaluation procedures and schedules for evaluating the short-term instructional objectives are clearly written in the IEP, it is not necessary to include them in the performance objectives.

PERFORMANCE OBJECTIVES MUST:

- be written by all special education teachers and service providers identified on the IEPC.
- be based on the short-term instructional objectives (IOs).
- be written as a measurable statement of behavior.

HOWEVER, PERFORMANCE OBJECTIVES ARE:

- **NOT** developed by the IEPC as a whole.
- **NOT** written independent of a short-term instructional objective.
- **NOT** dependent on the IEPC for changes, modifications or additions.
- **NOT** the same as short-term instructional objectives.

Teachers in some school districts utilize prepared sets of annual goals, short-term instructional objectives, and performance objectives which have been commercially produced. Other school districts have developed curricula for their own programs and services and select AGs, IOs and POs from the curricula. Whether annual goals, short-term instructional objectives and performance objectives are selected from existing curricula or written individually for each student, it is the responsibility of the special education staff to assure that the AGs, IOs and POs for each student are appropriately tailored to his/her particular needs.

Performance objectives written by the individual service provider based on the short-term instructional objectives listed on the IEP are shown in the following samples.

Andy's teacher has specified two performance objectives for the short-term instructional objective of improving basic addition to the 3.5 grade level. In both performance objectives, the behavior Andy must demonstrate is computing the sums. The performance objectives differ in condition and criteria for success. In the first performance objective, the problems involve two digit numerals with no regrouping. The student is required to correctly solve nine out of ten problems on three consecutive occasions. This criterion combines two accuracy measures. In the second PO the problems involve two digit numerals with regrouping and the criteria again involves two accuracy measures.

Once these two performance objectives are met, the teacher would generate additional performance objectives related to the short-term instructional objective. When all the addition POs for the IO are accomplished, Andy's teacher may readminister the addition section of the Key Math test. If his performance on the addition section is at least at the 3.5 level, then the first instructional objective is met.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
[illegible]	[illegible]	[illegible]	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
[illegible]	[illegible]	[illegible]	Given two 2-digit numbers involving regrouping, compute the sums of 90 out of 100 problems on 3 teacher-made tests. When adding multi-digit numbers, recognize that a sum greater than 9 requires regrouping in order to correctly compute the problem, with no verbal cue from the teacher. Given an assignment of additon problems with and without regrouping, and arranged in random order, compute the sums with 90% accuracy.	Classroom Teacher (E. I.)
			Given two 2-digit numbers, compute the difference with no regrouping with 90% accuracy daily for one week. Given two 2-digit numbers, compute the difference with regrouping with 90% accuracy When subtracting	Classroom Teacher (E. I.)

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Two performance objectives have been initially defined for Sue to accomplish her short-term instructional objective of learning to care for instructional materials properly. The second PO states that Sue must learn to put her work materials in the assigned place at the end of the instructional period. The criterion to meet this PO is "on 10 consecutive occasions in each class." The conditions under which Sue must perform this skill is "without teacher command to do so." When Sue puts all her work materials away on her own every day for 10 days in each of her classes, she has met this performance objective.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Sue reports to class without materials. Has difficulty remaining on a task for more than ten minutes at a time.	Sue will improve her work habits.	Sue will care for instructional materials properly. Criterion: 100% of performance objectives attained. Sue will attend to a task. Criterion: attends to task for 15 minutes on 10 consecutive occasions.	Sue will report to the work station with all appropriate tools and materials (e.g., pen, pencil, paper, textbook). Criterion: on 10 consecutive occasions in each class. Sue will put away work materials in the assigned place at the end of the instructional period without teacher command to do so. Criterion: on 10 consecutive occasions in each class. Given a classroom situation in which oral instructions are given by the teacher, makes eye contact with the teacher during instructions. Criterion: 9 out of 10 times. Sue will attend to an individualized learning task for 12 minutes on 5 occasions.	Teacher Consultant in conjunction with the regular educational classroom teacher
Sue has difficulty completing tasks and taking tests.	Sue will receive a passing grade in each class.	Sue will complete class assignments. Criterion:	TSW keep a daily list of homework assigned by regular education teachers which will include the date on which the assignment must be turned in. Criterion: 9 out of 10 school days 100% of assignments.	Teacher Consultant in conjunction with the regular educational classroom teacher

Two performance objectives are shown for each of the short-term instructional objectives for Tom's annual goal of improving his toileting skills. Each PO states the skills Tom is to learn. In the first PO, the condition is stated as part of the skill; that is, when the pants are unfastened. The criterion to meet each performance objective is on three consecutive occasions. Once these POs are accomplished, the teacher would choose new POs to complete the toileting sequence.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Tom is ambulatory independent in use of the toilet and is able to pull down his pants with assistance.	Tom will improve toilet training.	Tom will demonstrate the necessary skills for toileting independently 5 times.	With prompt, pulls down unfastened pants (on 3 consecutive occasions). With prompt, pulls up pants after toileting (on 3 consecutive occasions). Unfastens zipper or snaps closures without assistance (3 out of 4 trials).	Classroom Teacher
Observations indicate deficiency in bilateral hand coordination necessary for dressing skills. Self-care skills at 18 month level.	Tom will improve his dressing skills.	Tom will remove dressing items (Criterion: 100% of attempts without help on 3 consecutive occasions). Tom will put on dressing items (Criterion: 100% of attempts from partially dressed).	With shoes unfastened, the student removes them (on 3 consecutive occasions). With pants unfastened, the student removes them (on 3 consecutive occasions). With shirt unfastened, the student removes it (on 3 consecutive occasions). Given underpants with front forward, puts them on (4 out of 5 trials). Puts on pants from	Occupational Therapist

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THE RELATIONSHIP BETWEEN ANNUAL GOALS, SHORT-TERM INSTRUCTIONAL OBJECTIVES AND PERFORMANCE OBJECTIVES

There are at least two logical relationships between annual goals and short-term instructional objectives. Short-term instructional objectives may represent developmental steps leading toward the completion of the annual goal or may represent content subsets of the annual goal with completion of all subsets equaling completion of the AG. IOs that represent developmental steps have a sequential relationship. IOs that represent content subsets have a concurrent relationship to each other.

A developmental sequence is represented by the following steps leading to the completion of the annual goal of improving three digit addition skills:

- adds three-digit numbers, without regrouping;
- adds three-digit numbers, regrouping ones;
- adds three-digit numbers, regrouping ones and tens.

These steps illustrate a sequential relationship and are worked on one at a time in the sequence listed.

Content subsets are represented by the following skills that must be acquired to complete the annual goal of recognizing primary colors:

- recognizes red
- recognizes blue
- recognizes yellow

These skills illustrate a concurrent relationship and can be worked on in any order, one at a time or simultaneously.

Short-term instructional objectives are sequentially related when the relationship between the IOs and the annual goal represents developmental steps. The sequence of developmental steps may reflect developmental milestones, learning hierarchies or steps in a task analysis. Regardless of the type of developmental sequence, only one of the IOs from the sequence is worked on at any one time. Each instructional objective is considered to be a prerequisite for the next IO. Once it is completed, work on the next IO in the sequence begins. When all the instructional objectives are completed, the annual goal has been accomplished.

Figure One illustrates a series of IOs for the annual goal of improving postural control. There is a developmental relationship between the short-term instructional objectives and annual goal. The three listed instructional objectives are developmental steps to accom-

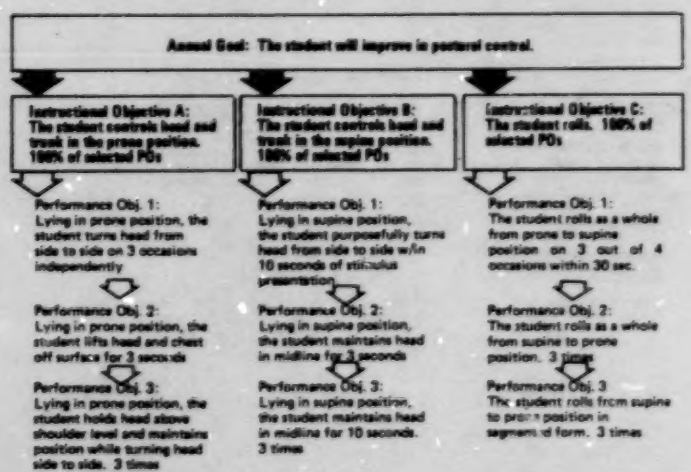
Annual Goal: The student will improve in postural control.
Instructional Objective A: The student controls head and trunk in the prone position. 100% of selected POs
Instructional Objective B: The student controls head and trunk in the supine position. 100% of selected POs
Instructional Objective C: The student rolls. 100% of selected POs
Performance Obj. 1: Lying in prone position, the student turns head from side to side on 3 occasions independently
Performance Obj. 2: Lying in prone position, the student lifts head and chest off surface for 3 seconds
Performance Obj. 3: Lying in prone position, the student holds head above shoulder level and maintains position while turning head side to side. 3 times
Performance Obj. 1: Lying in supine position, the student purposefully turns head from side to side w/in 10 seconds of stimulus presentation
Performance Obj. 2: Lying in supine position, the student maintains head in midline for 3 seconds
Performance Obj. 3: Lying in supine position, the student maintains head in midline for 10 seconds. 3 times
Performance Obj. 1: The student rolls as a whole from prone to supine position on 3 out of 4 occasions within 30 sec.
Performance Obj. 2: The student rolls as a whole from supine to prone position. 3 times
Performance Obj. 3 The student rolls from supine to prone position in segmented form. 3 times

Figure 1: Sequential Relationship between AG, IOs and POs

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plishing the annual goal. The first IO of head and trunk control in prone position must be accomplished before work on the second IO would begin. Once the student has accomplished the second IO of head control in a supine position, work on the third IO would start. Only one instructional objective is worked on at a time and the IOs are worked on in the order specified in the sequence. A similar relationship is shown between the performance objectives for each listed instructional objective.

When the short-term instructional objectives represent content subsets of the annual goal, the IOs are concurrently related. Concurrently-related instructional objectives may be worked on in any order. Because accomplishment of the items are not dependent upon one another, they may be worked on simultaneously. It is up to the discretion of the professional working with the student to determine the order of instructional presentation for accomplishing these concurrently-related IOs. In some cases, the professional may define a sequence in which the student works on one IO before moving to the next. With concurrently-related items, this sequence of instructional objective mastery is arbitrary. It may be based on a variety of factors, such as student learning style, teacher preference, availability of instructional materials. The teacher may elect to change the sequence, if the student experiences difficulty with any short-term instructional objective in the concurrently-related sequence. This has no effect on the accomplishment of the annual goal as long as each IO listed is eventually accomplished.

In Figure Two, a series of short-term instructional objectives for the annual goal of learning sign language are presented. Each instructional objective represents a content subset for the annual goal. The relationship between the IOs is concurrent as mastery of one IO is not required prior to going onto the next IO. The teacher may elect to work on the second instructional objective before working on the first. The order or sequence is not critical in concurrently-related items. Likewise, the teacher might elect to work on several IOs at the same time. Accomplishing the annual goal is dependent upon meeting the listed short-term instructional objectives. The order in which they are accomplished has no effect. The same type of concurrent relationship is demonstrated in the performance objectives listed for each IO. The order in which these performance objectives are accomplished is arbitrary. The teacher may elect to work on the performance objectives in the order listed, change the order or work on several POs simultaneously. With concurrently-related items, the teacher has this option.

In practice, several of these relationships might be illustrated in one AG—IO—PO unit. For example, the short-term instructional objectives might be steps in a task analysis of the annual goal (therefore, representing developmental steps), while the performance objectives might be content subsets of the instructional objective. In this situation, the short-term instructional objectives are worked on sequentially, while the related performance objectives under each IO are worked on in the order determined by the teacher.

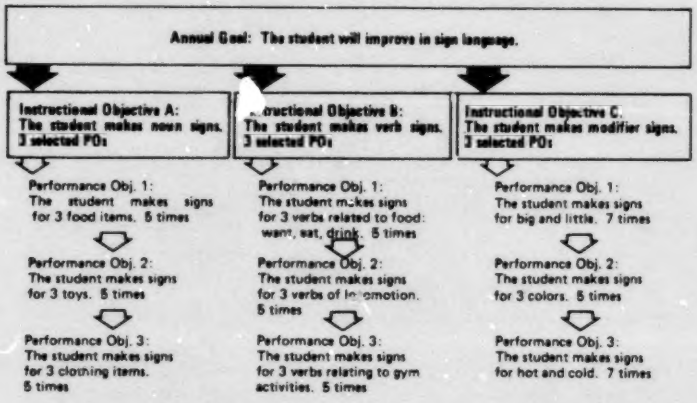
Annual Goal: The student will improve in sign language.
Instructional Objective A: The student makes noun signs. 3 selected POs
Instructional Objective B: The student makes verb signs. 3 selected POs
Instructional Objective C. The student makes modifier signs. 3 selected POs
Performance Obj. 1: The student makes signs for 3 food items. 5 times
Performance Obj. 2: The student makes signs for 3 toys. 5 times
Performance Obj. 3: The student makes signs for 3 clothing items. 5 times
Performance Obj. 1: The student makes signs for 3 verbs related to food: want, eat, drink. 5 times
Performance Obj. 2: The student makes signs for 3 verbs of locomotion. 5 times
Performance Obj. 3: The student makes signs for 3 verbs relating to gym activities. 5 times
Performance Obj. 1: The student makes signs for big and little. 7 times
Performance Obj. 2: The student makes signs for 3 colors. 5 times
Performance Obj. 3: The student makes signs for hot and cold. 7 times

Figure 2: Concurrent Relationship between AG, IOs and POs

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QUESTIONS and ANSWERS

Q. **1) In what order should the IEPC determine the appropriate programs, services and recommended placement?**

A. 1) For a person initially suspected of being handicapped or following a 3-year re-evaluation, the first decision is to determine eligibility for special educational programs and services. Eligibility is determined after reviewing the MET report and other informational data. These reports also provide information necessary for determining the student's "present level of educational performance." These data are used to establish <u>needs</u> and naturally lead to the establishment of annual goals and short-term instructional objectives which are based upon those needs. It is only after the student's <u>needs</u> are determined that the IEPC can determine appropriate programs and services, and recommend placement which meets those needs.

Q. **2) What should be included in "present level of educational performance"?**

A. 2) This information should reflect the current status of the student's development in the cognitive, psychomotor and affective domains where appropriate. The data utilized may come from formal and informal assessment and informational sources, e.g., specific test scores, medical reports, teacher comments, classroom observations, parent reports. It is highly recommended that this information be as specific as possible. Not recommended are broad phrases such as "behind peers," "generally delayed," "on grade level," "age appropriate."

Q. **3) How current should the information be in "present level of educational performance"?**

A. 3) "Present level of educational performance" is the learning status of the student at the time of the IEPC meeting. There are no timelines stated in the rules, and many variables that make specific timelines difficult. Other than the initial IEPC meeting and the 3-year re-evaluation, the "present level of educational performance" is usually provided by the teacher and/or ancillary service providers and is collected prior to the IEPC meeting.

Q. **4) Who develops the AGs and IOs?**

A. 4) The entire membership of the IEPC develops the AGs and IOs. This is a committee function. One or more persons may bring prepared goals and objectives to the meeting, but the committee as a whole is responsible for determining the appropriateness of AGs and IOs and accepting them as a component of the IEP developed for a specific student.

Q. **5) How many AGs should be on an IEP?**

A. 5) The number of AGs is relative. There is no standard since each student's needs are different. The rules use the noun "goal" in the plural form ("goals"), which implies that more than one AG must be written. In the majority of cases, several AGs would be appropriate. However, there may be instances where only one AG is sufficient to attend to the learning problems of the student.

Q. **6) How many IOs should there be for each AG?**

A. 6) The rules refer to the writing of "short-term instructional objectives." The plural is used, thus implying more than one IO. As IOs function as steps to meeting the AG, it would be reasonable to expect that more than one IO or "step" could be appropriately identified as necessary to meet one AG. However, there may be instances where only one IO is sufficient to meet the AG.

Q. 7) **Does each separate service have to be reflected on one IEP with separate AGs and IOs?**

A. 7) There should be annual goals and short-term instructional objectives for all services to be provided based on the needs of the student. Sometimes, more than one service provider may be working on the same annual goal and short-term instructional objective. This commonality of AGs and IOs among service providers may facilitate a consistency in the delivery of services to the student.

Q. 8) **Is it necessary for the specific service provider(s) to be identified on the IEP as the person responsible for implementing specific AGs and IOs?**

A. 8) No; however, some school districts or IEPCs choose to identify or assign a service provider by title (not name) to a specific responsibility. When responsibility is assigned, it should be by title of the service provider, not by an individual's name. Names of individual service providers may change during the year, but services and programs do not.

Q. 9) **Can AGs, IOs and POs be developed before an IEPC meeting?**

A. 9) Yes. In fact, pre-development demonstrates good planning. However, at the IEPC meeting, there must be the opportunity for parents or any other IEPC participants to prepare and present annual goals and short-term instructional objectives for possible consideration and inclusion. The AGs and IOs brought to the meeting should be discussed before acceptance. The intent of the IEPC is violated if AGs and IOs are simply brought to the meeting and attached to the IEP without opportunity to discuss them or add to them.

Q. 10) **Do AGs and IOs have to be developed in any sequence?**

A. 10) Yes. The annual goals are developed first and are based on the student's "present level of educational performance." Short-term instructional objectives are then developed based on these goals. The train of thought should be:

1. Where is the student now? (present level of educational performance)
2. Where can we reasonably expect him/her to be a year from now? (annual goal)
3. What can we begin working on toward this end? (short-term instructional objectives)

It may be reasonable, in some cases, to prioritize AGs and IOs in terms of student needs as determined by the IEPC. That is, where student needs are great and of signicant importance, these AGs and IOs may be identified and written on the IEP first to assure attention to these areas of concern.

Q. 11) **If one IO is met prior to the annual IEPC meeting, does an IEPC meeting have to be reconvened to develop a new IO?**

A. 11) No. If the agency wishes to convene a meeting to update the instructional objectives, it may do so. One of the functions of the annual IEPC meeting is to review the AGs, IOs and POs to determine if they have been met. There is no rule requirement or expectation that the public agency convene a new IEPC whenever a student accomplishes an instructional objective in the IEP. If all IOs on the IEP have been met prior to the annual IEPC meeting, then the reconvening of the IEPC must occur. At this meeting the committee should review the AGs to see if they have been met and determine if the student continues to be eligible for special programs and services. If so, then new AGs and IOs necessary to meet the student's needs must be developed at this time.

Q. 12) When do POs need to be developed?

A. 12) There is no timeline by rule for the development of performance objectives. The service provider is responsible for the development of these smaller steps or guides to specific instruction. Therefore, it would be reasonable to expect that some POs be developed as soon as possible or within 15-20 school days from the IEPC. More POs are added as needed throughout the year.

Q. 13) Who develops the performance objectives?

A. 13) POs are to be written by the special education personnel who are responsible for delivering the special education program or service to the handicapped student. All special education service providers must have POs for the students they serve.

Rule 340.1733(f)(iii) addresses POs written for students in regular education who are receiving special education services, such as those provided by a Teacher Consultant. These performance objectives must be developed cooperatively by the regular education teacher and special education service provider, and be written by the special education service provider to reflect the particular facet of special service that is under the supervision of the special educator.

Q. 14) May POs be written on the IEP form?

A. 14) There is no requirement that performance objectives be written by the IEPC nor into the IEP. The IEP is a PLAN, "a course of action." Performance objectives reflect more of a curricular emphasis which may be revised as the student's strengths, weaknesses, progress and difficulties are identified. The responsible person for writing the POs is the special education teacher or the special education service provider. POs are often numerous and IEP forms are not typically designed to accommodate the variety of performance objectives needed for each student. Likewise, an extensive amount of time should not be allotted to this at an IEPC meeting.

If a school district wishes to include a sample(s) PO in the IEP, it may do so. However, the teacher or service provider should be free to develop additional POs outside of the IEPC meeting.

Q. 15) Can POs be discussed at the IEPC?

A. 15) Yes. POs may be discussed at the IEPC meeting. Rule 340.1722c(2)(b), referring to annual IEPC meetings, requires that the IEPC review and determine if the previous year's annual goals, short-term instructional objectives, and performance objectives have been met. At that IEPC meeting, possible new POs may be discussed.

Q. 16) If POs are written on the IEP, can they be changed without reconvening an IEPC?

A. 16) No. Any change in the student's IEP must be made through the IEPC process. If POs are written on the IEP, they become subject to IEPC agreement and the hearing process. The IEPC does not develop POs. This activity is a responsibility of each service provider and reflects his specific area of knowledge and expertise. Performance objectives are available to parents and school administrators upon request, but the rules do not stipulate nor imply input into the development of POs from these sources. Annual goals, short-term instructional objectives and performance objectives are reviewed by the IEPC annually to see if they have been met.

Q. 17) Do POs have to be written in the cognitive, affective and psychomotor domains for every student?

A. 17) POs must be written in accordance with the student's needs. Student's needs are identified in the section entitled "present level of educational performance" and AGs, IOs and POs are to be written which correspond to those needs. If needs are identified in cognitive, affective or psychomotor domains, then POs must be written for the identified area.

Q. 18) Do POs have to be written for personal adjustment, pre-vocational, physical education, and vocational training?

A. 18) Rule 340.1733(f)(ii) requires that "special attention" be given to needs in these areas. "Special attention" means that these needs are considered by the IEPC, but may not be included within the IEP if determined inappropriate for the student. If determined inappropriate for the student, it is recommended that an explicit statement to this effect be made within the IEP. If the student is following a course of study which is identified in the ISD Plan as a special education curriculum, then it is required that POs be written for the student which address all of these areas.

Q. 19) Where should POs be kept and to whom are they to be accessible?

A. 19) The classroom teacher or the service provider who develops the performance objectives should be responsible for the objectives. Pursuant to Rule 340.1733(f)(v), these objectives are to be "available to the parent and may be reviewed by the department or its designee."

Q. 20) Should the AGs and IOs developed by the IEPC reflect all aspects of the student's educational program?

A. 20) The AGs reflect the major needs of the student as determined by his "present level of educational performance." The IOs developed from the AGs reflect beginning steps to meet those needs. Neither AGs, IOs or POs reflect all the activities within a student's educational program or day.

Q. 21) Can the MET Report or MET representative suggest AGs and IOs?

A. 21) The purpose of the MET Report is to synthesize all evaluative information about the child and recommend eligibility or ineligibility for special education programs and services relative to criteria established by Michigan Rules (Rules 340.1703–.1715). The IEPC as a whole determines eligibility. It would not be appropriate for the MET Report to recommend or suggest AGs and IOs at this point. After the IEPC has determined eligibility, the MET representative attending the IEPC meeting may, along with any other members, suggest annual goals and short-term instructional objectives for committee consideration and determination.

Q. 22) If an IEPC meeting is initiated or reconvened, do all service providers have to be present?

A. 22) No. All service providers need not be present at the meeting, but information from them should be gathered prior to the meeting and arrangements made for its presentation at the meeting.

Q. 23) **If computerized banks of AGs and IOs are used, is it appropriate to complete the IEP form by writing "refer to MEAD objectives" and list the number of that objective?**

A. 23) No. Annual goals and short-term instructional objectives selected from a bank of AGs and IOs for a specific student by the IEPC must be written on the IEP or attached to it at the IEPC meeting so that all participants to the IEP are fully aware of them prior to approval. This procedure also facilitates teacher development of appropriate POs and assists in the review and monitoring process.

Q. 24) **Must AGs be written in measurable terms?**

A. 24) No. Annual goals need not be written in measurable terms; however, in certain circumstances, that may be the most appropriate way to identify an AG. Generally speaking, AGs are broadly-worded goals with short-term instructional objectives and performance objectives written in measurable terms.

Q. 25) **What is meant by "writing AGs, IOs and POs in terms of the student" rather than the service provider?**

A. 25) The annual goal, short-term instructional objectives and performance objectives are written in terms of what the student will learn, perform, do--not what the service provider will do for the student; e.g., "The student will get a passing grade in all English Literature assignments utilizing large print books supplied by the VI Teacher Consultant," rather than stating, "The VI Teacher Consultant will provide large print books for the student to satisfactorily complete English Literature assignments."

Q. 26) **What do the letters TSW mean when written in IOs and POs?**

A. 26) TSW is a short form of writing "The student will----------."

Q. 27) **Can short-term instructional objectives be changed on an IEP without reconvening an IEPC?**

A. 27) No. Neither AGs nor IOs may be changed within the IEP without reconvening the IEPC. Both AGs and IOs are developed and determined by the IEPC as a whole. Any change without reconvening the IEPC which developed them would be a violation of the due process rights and safeguards of the student. The term "change" refers to any addition, deletion, or revision of AGs and IOs.

Q. 28) **What happens when a performance objective is completed?**

A. 28) The service provider makes note of the fact (possibly by writing date of completion next to it) and writes a new appropriate PO or goes on to the next.

Q. 29) **Are evaluation procedures and evaluation schedules necessary for POs?**

A. 29) No. POs are constantly referenced and reviewed as a basis for lesson planning and, thus, frequently evaluated and revised as necessary. A statement of evaluation procedures and schedules of evaluation relating to IOs must be included on the IEP form. This is not necessary for POs.

Q. 30) Can local districts make additional IEP requirements relative to AGs, IOs and POs?

A. 30) Yes. Any local or intermediate school district may impose additional requirements to those written in the Michigan Administrative Rules for Special Education. The intent of this document is to describe appropriate means by which the minimum mandates relative to the development of AGs, IOs and POs might be met.

Q. 31) Must AGs, IOs and POs be written for regular education?

A. 31) No. These goals and objectives are only required for special education.

Q. 32) Are the examples and suggestions included in this document the only way to write AGs, IOs and POs that are in compliance with the law?

A. 32) No. The examples within this document relative to the intent and content of AGs, IOs and POs, as well as the process for developing them, are perceived to be consistent with the Michigan Rules and are recommended. It is not the intent of this document to prescribe a standard format to be used in writing AGs, IOs and POs, but rather to describe the process by which they are developed and the recommended components of each.

Q. 33) If everything in this document is followed, will IEPs written for special education students in Michigan be in compliance?

A. 33) No. Being in compliance and developing a sound Individualized Education Plan for a handicapped student are not necessarily synonymous. There are many other aspects of the development of an IEP than those contained within this document.

APPENDIX A: SAMPLE ANNUAL GOALS, SHORT-TERM INSTRUCTIONAL OBJECTIVES AND PERFORMANCE OBJECTIVES

The complete samples of annual goals and short-term instructional objectives as they might be written on an IEP for the three students discussed in the document follow. Selected performance objectives that relate to the annual goals and short-term instructional objectives are also included. Since performance objectives may be added throughout the year, these do not necessarily represent all the performance objectives for the listed annual goals and short-term instructional objectives that the service provider will write.

A complete sample of annual goals, short-term instructional objectives and performance objectives for a student receiving a variety of services follows. Additional samples showing one annual goal, one short-term instructional objective derived from that goal, and one performance objective derived from the short-term instructional objective for a variety of service providers conclude this appendix.

Andy is a 10-year-old fourth grade student identified as emotionally impaired. Andy is currently mainstreamed for physical education, art, and music, while receiving the remainder of his education in a special education classroom.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
2.7 grade level in basic skills as measured by Key Math Test	Andy will improve his math skills to the 3.5 grade level.	Andy will improve his math skills in basic addition to the 3.5 grade level as measured by Key Math Test.	Given two 2-digit numbers involving regrouping, compute the sums of 90 out of 100 problems on 3 teacher-made tests. When adding multi-digit numbers, recognize that a sum greater than 9 requires regrouping in order to correctly compute the problem, with no verbal cue from the teacher. Given an assignment of additon problems with and without regrouping, and arranged in random order, compute the sums with 90% accuracy.	Classroom Teacher (E. I.)
		Andy will improve his math skills in basic subtraction to the 3.5 grade level as measured by the Key Math Test.	Given two 2-digit numbers, compute the difference with no regrouping with 90% accuracy daily for one week. Given two 2-digit numbers, compute the difference with regrouping with 90% accuracy. When subtracting multi-digit numbers, recognize that a number cannot be subtracted from a number smaller than itself with no verbal prompt. Given assignments of subtraction problems with and without regrouping, presented in random order, compute the differences with 80% accuracy. Given a calculator, perform the correct operation for any given assignment in math with 100% accuracy.	Classroom Teacher (E. I.)

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
		Andy will improve his math skills in basic multiplication to the 3.5 grade level as measured by the Key Math Test.	Andy will recite multiplication tables for numerals 1, 5, 10, and 0, in rote order on 2 occasions. Complete assignments involving multiplication facts for numerals 1, 5, 10, and 0, with 75% accuracy when the problems are arranged in random order.	Classroom Teacher (E. I.)
	Evaluation Procedures: Key Math Test Evaluation Schedule: September and May			
Woodcock Reading Test: Letter Identification 1.6 grade equivalent	Will improve basic reading skills.	Andy will improve letter identification skills to the 2.6 grade equivalent on the Woodcock Reading Test.	Andy will name all upper case letters of the manuscript alphabet presented in varying forms of print on 3 consecutive occasions. Andy will name all lower case manuscript letters of the alphabet presented in varying forms on 3 consecutive occasions. Andy will write all the lower case manuscript letters when dictated in random order on 3 consecutive occasions.	Classroom Teacher (E. I.)
Woodcock Reading Test: Word Identification 1.6 grade equivalent		Andy will improve word identification skills to the 2.2 grade equivalent on the Woodcock Reading Test.	Andy will read aloud any given set of basic sight words selected from the Dolch Pre-primer or Primer lists with 95% of the words pronounced correctly. Andy will match basic sight words selected from the Dolch first grade list with 100% accuracy. Andy will read aloud a given paragraph of at least 50 words from a first grade level reading selection with no more than one word identification error in the basic sight vocabulary.	Classroom Teacher (E. I.)

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Woodcock Reading Test: Word Attack 1.6 Grade Equivalent		Andy will improve word attack skills to the 3.0 grade equivalent on the Woodcock Reading Test.	Given a group of words orally, the student will identify the medial consonant, disgraph or consonant blend and state the letter name(s) for 85% of the words presented. Given a group of words orally, the student will identify any regular vowel sound(s) and state the corresponding letter name(s) for 80% of the words presented. Given a group of words orally, the student will identify diphthongs, y and w used as vowels, irregular vowels and vowel combinations and r-controlled vowels by stating the correct vowel spelling for 75% of the words presented. Andy will identify consonant sounds with irregular spelling (such as: wr, kn, ph, gn, etc.) for 75% of when an orally given group of words is presented. Andy will sound out unfamiliar words using his phonics skills, correctly pronouncing 60% of given words. Andy will determine the number of vowel sounds in a given word and identify the number of syllables on 4 out of 5 attempts. Andy will identify the pair of words used to form the contraction on 4 out of 5 attempts.	Classroom Teacher (E. I.)
Woodcock Reading Test: Word Comprehension 2.0 Grade Equivalent	Andy will improve reading comprehension skills.	Andy will improve word comprehension skills to the 2.5 grade equivalent on the Woodcock Reading Test.	Andy will follow written directions involving key action words (color, draw, circle) on 3 occasions each. Andy will define selected words from reading context with 80% of the selected words defined correctly. Andy will state an association between any given noun and verb, such as: "Dogs bark, cats _____", 4 out of 5 associations. Andy will state modifiers appropriate to selected vocabulary with 90% accuracy.	Classroom Teacher (E. I.)

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	**ANNUAL GOAL**	**SHORT-TERM INSTRUCTIONAL OBJECTIVES**	**PERFORMANCE OBJECTIVES**	**SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES**
Andy frequently does not complete assigned seatwork.	Andy will improve work habits.	Andy will improve ability to work alone on written tasks, measured by teacher evaluation.	Andy will initiate written tasks within two minutes of receiving directions, 4 out of 5 consecutive tasks. Andy will maintain attention to written tasks with no more than one prompt from the teacher per work period, for 5 consecutive work periods. Andy will decrease the number of inappropriate requests for assistance from 23 per day to 0. Andy will complete written assignments within the assigned time, 4 out of 5 consecutive assignments.	Classroom Teacher (E. I.)
When confronted with tasks involving new concepts, Andy becomes belligerant, tearful and prone to tantrum-like behavior which results in successful evasion of tasks. Andy prefers repetitive tasks; reacts with tears or inappropriate language to having his schedule interrupted.		Andy will decrease the number of negative behaviors exhibited in response to written assignments; measured by teacher evaluation	Andy will attempt any given task before verbalizing discontent, 4 out of 5 consecutive tasks. Andy will reduce use of inappropriate language from 9 occurrences per day to 0. Andy will raise his hand to request assistance without verbalizing 100% of the time for 5 consecutive days.	Classroom Teacher (E. I.)
	Evaluation Procedure: Behavioral Observation Evaluation Schedule: Continuous record keeping			

34

35

Susan Jones is a 16-year-old student in the tenth grade. She has been receiving special education services since the fourth grade. Initially, she was placed in a basic classroom program and this year was fully mainstreamed with teacher-consultant support for two hours per week.

Although Susan has a severe discrepancy between expectancy and actual achievement in reading, she has good auditory skills, and is highly motivated to succeed in regular education. Regular education teachers report that her study and organization skills are poor and that she rarely asks questions or seeks assistance even when she clearly does not understand the assignment.

When last evaluated by the MET, Susan attained the following achievement scores on the Peabody Individual Achievement Test:

Reading Recognition	*6.0 grade level*	*Reading Comprehension*	*6.7 grade level*
Math	*10.2 grade level*	*General Knowledge*	*11.5 grade level*

Susan is currently mainstreamed for general math, world history, home economics, physical education. She is also on an individual vocational program (IVT) at a local retail store.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Sue reports to class without materials; has difficulty remaining on a task for more than ten minutes at a time.	Sue will improve her work habits.	Sue will care for instructional materials properly. Criterion: 100% of performance objectives selected. Sue will attend to a task. Criterion: attends to task for 15 minutes on 10 consecutive occasions.	Sue will report to the work station with all appropriate tools and materials (e.g., pen, pencil, paper, textbook). Criterion: on 10 consecutive occasions in each class. Sue will put away work materials in the assigned place at the end of the instructional period without teacher command to do so. Criterion: on 10 consecutive occasions in each class. Given a classroom situation in which oral instructions are given by the teacher, makes eye contact with the teacher during instructions. Criterion: 9 out of 10 times. Sue will attend to an individualized learning task for 12 minutes on 5 occasions.	Teacher Consultant in conjunction with the regular educational classroom teacher
Sue has difficulty completing tasks and taking tests.	Sue will receive a passing grade in all regular education classes.	Sue will complete class assignments. Criterion: 9/10 times.	TSW keep a daily list of homework assigned by regular education teachers which will include the date on which the assignment must be turned in. Criterion: 9 out of 10 school days with 100% of assignments.	Teacher Consultant in conjunction with the regular educational classroom teacher

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
		The student will improve her test-taking skills. Criterion: attainment of "C" or better on 9 out of 10 tests.	TSW make a weekly schedule or plan which indicates specific time of day to be set aside for homework. Criterion: completes 3 schedules. TSW requests help from teacher when unsure of directions or procedures for completing assignments. Criterion: on 10 occasions. TSW review class notes and select important facts on the day prior to the test. Criterion: correct selection of 75% of important facts on 3 occasions. TSW read and state meaning of direction words: -- choose the best answer -- match -- true or false -- complete this sentence Criterion: 80% accuracy.	
	Sue will improve her business computation skills as applied in a job situation.	Sue will use a pocket calculator correctly on 5 occasions. The student will interpret a paycheck stub by identifying the deductions on 9 out of 10 trials.	TSW subtract a series of prices with decimals with 3 to 10 prices in the series and give the correct total for 90% of the problems on at least 3 teacher-made tests. TSW identify state and federal income tax amounts on a variety of paycheck stubs using a model on 5 consecutive occasions.	Vocational Ed/Special Ed Consultant
	Evaluation Procedure: Teacher Observation and Weekly Log Evaluation Schedule: Each card marking period			

Tom is a five-year-old multiply handicapped student who receives all of his programming in a self-contained special education classroom. He has a spastic diplegic cerebral palsy condition, with relatively little involvement of the upper extremities. He has achieved standing and sitting balance, and is using a push-button yes/no communication system. He is receiving occupational therapy, physical therapy, and speech therapy.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Receptive language skills at 12-15 mo. level	Tom will improve in following commands	The student complies with basic commands regarding locomotion (10 times per day for one month). Tom will comply with basic commands regarding dressing.	Responds to command "Stop" (80% compliance for 3 consecutive days). Responds to command "Come to me" (80% of compliance for 3 consecutive days). Responds to "Pull up pants" "Take off coat" (Criterion: 80% of compliance for 6 consecutive days).	Classroom Teacher
Observations indicate deficiency in several fine motor areas necessary to use mechanical communication device	Tom will imrove eye-hand coordination	Tom will operate push-button devices (100% of trials for 1 week). The student will operate lever-switch devices (100% of trials for 1 week).	The student uses index finger to push a button of approximately 1 inch (9 out of 10 times on first trial). Uses index finger to push one of two 1-inch buttons to indicate a choice between yes and no (9 out of 10 correct). The student will use the index finger to turn on a toy and maintain contact for at least 10 seconds (on 3 occasions) Uses index finger to operate a vertical lever-switch to turn on a toy (9 out of 10 times on the first trial).	Classroom Teacher

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Tom is schedule trained to use the toilet and is able to pull down his pants with assistance	Tom will improve with toileting	The student will demonstrate the necessary dressing skills for toileting (Criterion: 3 times).	With prompt, pulls down unfastened pants (on 3 consecutive occasions). With prompt, pulls up pants after toileting (on 3 consecutive occasions). Unfastens zipper or snaps closures without assistance (3 out of 4 trials).	Classroom Teacher
Observations indicate deficiency in bilateral hand coordination necessary for dressing skills. Self-care skills at 18 month level.	Tom will increase his dressing skills.	Tom will remove clothing items (Criterion: 100% of objectives selected from self-help curriculum). Tom will put on clothing items (Criterion: 100% of objectives selected from self-help curriculum).	With shoes unfastened, the student removes them (on 3 consecutive occasions). With pants unfastened, the student removes them (on 3 consecutive occasions). With shirt unfastened, the student removes it (on 3 consecutive occasions). Given underpants with front forward, puts them on (4 out of 5 trials). Puts on pants front forward (4 out of 5 trials).	Occupational Therapist
Protective extension response not developed	Tom will improve righting and protective reactions.	Demonstrates righting and protective reactions appriate at the 15-18 month level.	Demonstrates equilibrium reactions squat position standing position (on 3 consecutive occasions)	Physical Therapist
Expressive language at 12-15 month level.	Tom will increase his non-verbal communication.	Uses a two-choice buzzer system to indicate wants/desires (Criterion: 100% of time for one week).	Indiates yes or no: ( ) in response to questions of identification (8 out of 10 correct) ( ) in response to questions about own condition or state (8 out of 10) ( ) in response to questions about desired activity (on 5 consecutive occasions within 10 seconds)	Teacher of Speech & Language Impaired and Classroom Teacher
	Evaluation Procedure: Teacher observations as specified in SXI curriculum. Evaluation Schedule: Continuous record keeping			

Peggy is a 13-year-old student who has been receiving special education services since her enrollment in kindergarten. She is currently classified as educable mentally impaired and also qualifies under Rule 340.1708 as visually impaired. On the WISC-R, Peggy achieved a Verbal IQ score 2.5 standard deviations below the mean.

According to ophthalmology reports, Peggy has vision of 20/200, legally blind. According to school records, her hearing acuity is good.

The services currently provided include placement in an E.M.I. classroom for two-thirds of the school day and regular education classes in home economics and art. A teacher-consultant for the visually impaired works with Peggy two hours per week and consults wth the classroom teachers. She also participates in a counseling group with the school social worker one hour per week.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
WRAT - Spelling: 2.4 grade level equivalent.	Peggy will improve her use of written language.	Improve spelling skills (Criterion: will attain a grade level of 3.0 or better on spelling section of WRAT).	Orally spell 20 of 25 words randomly selected from a graded spelling list at the 2.5–3.0 level.	Classroom Teacher (E.M.I.)
	Evaluation Procedure: WRAT Evaluation Schedule: May 1984			
Physical development is about 32% on AAMD; Peggy is fearful of participation in organized physical activities.	Peggy will increase her participation in regular physical education classes.	Participate in an organized game (Criterion: on at least 15 occasions by January, 1984).	When provided with a beeper ball, Peggy will voluntarily participate in a kick-ball game for at least 20 minutes. Criterion: on 5 occasions.	Classroom Teacher (E.M.I.)
	Evaluation Procedure: Teacher Observation Evaluation Schedule: Continuous			
VESEP II was administered and office procedures were identified as a possible interest.	Peggy will learn prevocational skills.	Demonstrate correct use of the typewriter (Criterion: 100% of performance objectives selected from first year typing curriculum).	Uses the return lever and line spacer correctly 9 out of 10 trials. Uses the platen (cylinder) knob correctly on 5 occasions. ( ) left ( ) right	Teacher Consultant for Visually Impaired
	Evaluation Procedure: Post test - Typing Curriculum Evaluation Schedule: At semester end			

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Spache grade level equivalents: Word Recognition 3.0 Reading Accuracy 1.5 Reading comprehension 2.9 Listening Comprehension 3.3	Peggy will improve her reading skills.	Will increase her phonetic analysis skills (Criterion: 3.0 grade level).	Given a vowel or consonant sound in isolation, the student correctly identifies the letter which represents the sound. Criterion: 95% accuracy.	Classroom Teacher (E.M.I.)
			Peggy will correctly decode C–V–C words printed in 18 point type. Criterion: 20 correct responses out of 25 words.	
		Will improve her comprehension skills (Criterion: 3.5 grade level).	Given a paragraph at a 2.5–3.0 grade level, Peggy will read and correctly answer 90% of comprehension questions: ( ) literal comprehension ( ) interpretive comprehension Criterion: 4 out of 5 trials.	
			Correctly pronounces 20 of 25 words randomly selected from the Wilson Essential Vocabulary list, printed in 18 point type, within 5 seconds of the presentation.	
		Peggy will increase her sight word vocabulary (Criterion: 3.7 grade level).	Correctly identifies similar appearing sight words in pairs that/than who/whose them/there am/are the/they these/those Criterion: 9 out of 10 trials.	
	Evaluation Procedure: Standardized Reading Tests Evaluation Schedule: May 1984			

Peggy (continued)

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
WRAT ARITHMETIC 2.3 grade level equivalent.	Peggy will improve her math skills.	Compute sums and differences with whole numbers (Criterion: 3.5 grade level score on addition and subtraction sub-tests of Keymath).	Compute sums of 2 digit numbers with regrouping without numberline. Criterion: 9 out of 10 correct within 10 minutes. Given two 2 digit numbers, Peggy will compute differences with regrouping. Criterion: 9 out of 10 correct within 10 minutes. Given 25 mixed addition and subtraction problems up to 3 digits printed in 18 point type, Peggy will solve the problems with at least 80% accuracy.	Classroom Teacher (E.M.I.)
Keymath assessment indicated Peggy can tell time to the nearest 1/2 hour and knows the value of penny, nickel, and dime.		Learn basic multiplication skills (Criterion: 3.5 grade level score on multiplication subtest of Keymath). Improve her time-telling. No more than 5 seconds delay in starting from presentation of the number on 5 consecutive occasions (Criterion: correctly states time at teacher request on 10 occasions).	Given two 1 digit numbers orally, correctly recite all products through 50 in order with no more than 5 seconds delay in starting from presentation of the number on 5 consecutive occasions. Given a standard clock face, the student correctly tells time ( ) to nearest quarter hour ( ) to nearest 5 minute intervals Criterion: on 3 consecutive days. Given a group of 3–5 U.S. coins, correctly state their combined value. Criterion: 4 out of 5 trials.	
		Evaluation Procedure: Key Math Evaluation Schedule: December and April		

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	**ANNUAL GOAL**	**SHORT-TERM INSTRUCTIONAL OBJECTIVES**	**PERFORMANCE OBJECTIVES**	**SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES**
AAMED: Self-Direction 47% Independent Functional Responsibility 56% Teachers report that Peggy does not independently seek the conditions that will allow her to make use of her residual sight.	Peggy will improve her work habits.	Peggy will follow known rules and procedures (Criterion: will achieve 2 skills). Peggy will accept responsibility and take initiative (Criterion: 100% of selected skills). Peggy will make use of her residual sight (Criterion: will achieve 90% of selected skills).	Arrives at classes on time. Criterion: no more than 2 unexcused tardies per month. Follows daily schedule from memory. Criterion: on 5 consecutive occasions. Engages in appropriate free-time activity during unstructured periods at school. Criterion: on 5 occasions. Volunteer to perform simple tasks in the classroom and complete them. Criterion: on 3 occasions. State upon request what classroom conditions best maximize her vision. Criterion: 4 conditions. Will voluntarily seat self in an area of the classroom which maximizes her vision. Criterion: within first 5 minutes of the class on 10 occasions.	Teacher Consultant for the Visually Impaired & Classroom Teacher (E.M.I.)
	Evaluation Procedure: Behavioral Charting Evaluation Schedule: Bi-monthly			
Teachers report that Peggy is withdrawn and does not initiate peer interaction.	Peggy will improve interpersonal relationships.	Increase peer interaction (Criterion: 100% of performance objectives selected).	Approach peers in a positive manner. Criterion: on 6 occasions. Work with at least one other student to achieve a cooperative goal. Criterion: on 4 occasions.	School Social Worker
	Evaluation Procedure: Behavioral Observations Evaluation Schedule: Monthly			

Jane is a 4-year-old who is currently enrolled in a pre-school program and receiving speech and language services once a week. In addition, the teacher of the speech and language impaired is providing consultation weekly to teacher and parents.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Jane has a severe fluency problem. Her peers can rarely understand her and frequently neither can her family. The speech and language evaluation indicated that in an average 5-minute conversation, there were 35 non-fluencies.	Increases fluency as a result of environmental modifications.	Increase fluency when communicatively disruptive factors are reduced (Criterion: no more than 5 non-fluencies in a 10-minute communicative interaction).	Speak fluently in normal conversational situation where parent/teacher refrains from interrupting, finishing sentences, or speaking for student (Criterion: on 10 occasions with no more than 10 non-fluencies in 5 minutes).	Teacher of Speech and Language Impaired

Craig is a second grader who is in general education and receiving speech & language services twice a week.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Craig distorts /s/, /z/, and /ch/ in spontaneous speech. He approximates these sounds in imitation tasks.	Craig will improve phoneme production.	Craig will imitate selected phonemes during tasks of increasing difficulty (Criterion: pronounce phoneme correctly 90% of trials on two occasions).	Craig will imitate /s/, /z/, and /ch/ in multiple positions in words (Criterion: 25 out of 30 correct on 2 occasions for each phoneme). Craig will imitate the phoneme /s/ in blends (Criterion: 25 out of 30 correct on 2 occasions).	Teacher of Speech and Language Impaired

Ed is a seventh grader who is currently in general education receiving teacher consultant services twice a week and social worker services once a week.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Ed is verbally agressive toward peers. He also has problems with taking items which do not belong to him.	Exercise self-control in the classroom.	Control behavior in the classroom (Criterion: no incidents of classroom rule violation for 2 weeks). Exercise impulse control in the classroom (Criterion: acquires 3 skills).	Reduce verbally aggressive behavior toward peers (Criterion: from 23 occurrences per day to 5). Reduce physically aggressive behavior toward peers (Criterion: from 3 occurrences per week to 0). Ask permission to use or look at items that do not belong to him (Criterion: 10/10 times).	School Social Worker

Ben is a 10-year-old who is currently enrolled in a classroom for the physically impaired and is receiving occupational therapy services 1/2 hour per day.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Ben is able to do many unilateral motor tasks successfully such as 3 or 4 piece puzzles and using his fork to eat with. He has difficulty with tasks requiring two hands (e.g., he tends to use only one hand when unwrapping his sandwich).	Improve bilateral hand coordination.	Perform manipulative tasks requiring two hands (Criterion: 100% of selected skills).* * This criterion is used in reference to a prepared curriculum	Make crude objects and forms with clay (Criterion: on 5 occasions). Open/unscrew lid from large container (Criterion: within one minute on 5 occasions). Unwrap loosely wrapped items using both hands coordinately, e.g., unwrap sandwich (Criterion: 10 times).	Occupational Therapist

Rich is an 18-month-old youngster and is receiving teacher consultant and physical therapy services in the home for a total of two hours per week.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Rich has been crawling for the last two months with distances up to 7 feet. He can move independently from a prone position to his hands and knees and is rocking back and forth, indicating readiness to begin creeping.	Rich will acquire pre-ambulatory motor skills.	Rich will creep--on hands and knees (Criterion: for 10 feet, avoiding obstacles and/or moving around them).	Rich will creep forward on hands and knees while supported at pelvis (Criterion: at least 5 feet on 3 occasions). Rich will creep independently around objects in his environment (Criterion: 3 objects on 5 occasions).	Physical Therapist

Shirley is a third grader who is currently enrolled in a general education classroom receiving teacher consultant services once a week.

DEVELOPED BY I.E.P.C.			DEVELOPED BY SERVICE PROVIDERS	
PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Shirley now wears her hearing aid during all school hours. However, she is reluctant to ask for help when she has misunderstood directions. She is ready to begin learning to judge when her aid is not functioning properly.	Will learn skills related to using amplification.	Will use listening skills in a variety of situations (Criterion: 100% of selected skills).* Will learn to care for hearing aid (Criterion: 100% of selected skills).* * This criterion is used in reference to a prepared curriculum.	Identify difficult listening situations in the classroom (Criterion: charts difficult situations for 3 days). Implement strategies for accommodating to difficult listening situations within the school (Criterion: 3 strategies). Will notify teacher consultant when hearing aid is not functioning (Criterion: all occasions). Will clean hearing aid on a weekly basis.	Teacher Consultant-Hearing Impaired

Peter is a 5-year-old blind youngster enrolled in a regular kindergarten and is receiving teacher consultant services 3 times per week.

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PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	ANNUAL GOAL	SHORT-TERM INSTRUCTIONAL OBJECTIVES	PERFORMANCE OBJECTIVES	SERVICE PROVIDER WHO DEVELOPED PERFORMANCE OBJECTIVES
Peter travels very well in most familiar indoor environments using his cane. He has some difficulty with steps, etc.	Improve mobility using a cane.	Use cane safely on steps, escalator, elevator, etc. Use cane outdoors (Criterion: on three occasions for each environmental obstacle).	Use cane to go up steps safely (Criterion: 15 steps on 3 occasions). Use cane to go down steps safely (Criterion: 15 steps on 3 occasions). Walk in relatively straight line (Criterion: 10 yards on 3 occasions). Maintain steady pace without shuffling (Criterion: 10 yards on 3 occasions).	Teacher Consultant—Visually Impaired

APPENDIX B: RESOURCES

The following are resources for curricula written in the form of either goals, instructional objectives, performance objectives, or a combination of these.

Because goals are often written very generally (i.e., "To improve reading"), sources containing umbrella objectives with clusters of related sub-objectives may easily be used with teacher-developed goals. This list is by no means exhaustive. Many curricula already exist which are written for non-handicapped students that could be adopted for use with some handicapped students such as the learning disabled, POHI, speech and language impaired, etc.

1. **The Adaptive Behaviors Curriculum: Prescriptive Behavioral Analyses for Moderately, Severely and Profoundly Handicapped Students, (Volume 1 & 2)**
Editors: D. A. Popovich & S. L. Laham
Paul Brooks Publishers
Baltimore, MD
Price: Volume 1 – $13.95
Volume 2 – $15.95
Source of behavioral objectives and task analyses for functional skills. A User's Guide is available from Macomb County Intermediate School District.
Written for TMI, SMI and SXI.

2. **Brigance Diagnostic Inventory of Basic Skills**
Author: Albert H. Brigance
Curriculum Associates, Inc.
Woburn, MA 01801
Source of basic readiness and academic skills for grades K to 6. Contains IOs and skill areas. Can be used to assess present level of performance and record progress.

3. **Building Blocks for Developing Basic Language**
Authors: B. Peterson & S. Schoenmann
Dormac, Inc.
Beaverton, OR 97005
Source of instructional objectives and performance objectives. All general objectives (IOs) have sub-objectives (POs) well defined. Criteria statement needs to be added. Sample lesson plans and individual progress check sheets are included.
Written for Deaf Multi-Cap.

4. **Developing Objectives in the Affective Domain**
Author: Leonard Kaplan
Wayne State University, 1978
Detroit, MI 48202
Price: Approximately $3.00
Resource of ideas and activities for developing goals, instructional objectives, performance objectives, and teaching activities. Teaching activities include materials and even room arrangements in some samples. While not a curriculum written in terms of goals and objectives, it does have some examples which are useful.
Written for any population.

5. **The Everyday Skills Program: A Vocational Program for Special Education Students**
Author: C. Juel & D. Roper-Schneider
Prince George's County Public Schools
Upper Marlboro, MD
1977
Price: Unknown
A curriculum guide for teaching daily living skills to high school special education students. Organized into competencies and subcompetencies. Appears to have AGs, IOs and POs.

6. **Instructional Programming for the Handicapped Student**
Authors: D. Andusm, G. Hadson & W. Jones
Charles C. Thomas
Springfield, IL
1975
Price: Approximately $30.00
Source of instructional objectives, steps that can be translated into performance objectives and includes teaching activities and sample teaching worksheets. Objectives need criteria statement added.
Written for TMI, SMI and SXI.

7. **Mathematics Curriculum/Reading Curriculum**
Author: Curriculum Committee
California School for the Deaf
Riverside, CA
ESEA/Title I, 1974
Price: Approximately $15.00–$20.00 for each part
Source of instructional objectives and performance objectives. All general objectives (IOs) have several sub-objectives (POs) well defined. Criteria statement needs to be added. Many

9. **Model Prevocational Curriculum**
Contact: Diana Collins
Sanilac Intermediate School District
46 N. Jackson
Sandusky, MI 48471
Sources of AGs, IOs and POs in IEP format in the areas of business education, health education, home economics and industrial arts. The curriculum is correlated to the *Brigance Inventory of Essential Skills.*
Written for special education especially at the prevocational level, approximately grades 5–10. Primarily aimed at LD, EMI and EI.

8. **MEAD (Modular Educational Achievement Descriptors)**
Oakland Schools
Attn: Dr. Herman Dick
2100 Pontiac Lake Road
Pontiac, MI 48054
Price: Catalog available—60 separate material packets priced from $3.00—$45.00; each include:
Preprimary
Elementary (EMI, EI, LD)
Secondary (EMI, EI, LD)
Pre-Voc
TMI/SMI
Speech and Language
Hearing Impaired
Affective may be used by SSW

MEAD is computer based planning and achievement reporting system, but can be used without a computer. Source of AGs, IOs and POs. The Secondary and Pre-Voc components have curriculum materials.

Written for disabilities as listed.

10. **Occupational Education for Students with Special Needs**
Nassau County Board of Cooperative Educational Services
Valentines Road
Westbury, NY 11590
1975
Price: Index — $5.00
Set of 17 Volumes — $75.00
(Handling & Shipping extra)

Series of curriculum resources guides for special education students in such areas as Wood Products, Assembly-Manufacturing, Health Occupation, etc. Forty-two topics in all with an instructional objective for each instruction topic.

Written for EMI, LD and EI.

11. **Planning Individualized Speech and Language Intervention Programs Catalog No. 3099F.**
Author: Nickola Wolf Nelson
Communication Skill Builders, Inc.
3130 N. Dodge Blvd.
P.O. Box 42050
Tuscon, AZ 85733
Price: Approximately $16.00

Contains three levels (goals, instructional objectives and performance objectives, but they are not labeled as such) in 29 areas and can be used by TSLI and others who are working in language and/or speech development. Designed to be reproduced.

12. **Project Perform — Catalog**
Contact: Dr. Audrey Gomon
Education Service Center
Ingham Intermediate School District
2630 W. Howell Road
Mason, MI 48854
Price: Approximately $100.00 per catalog

Source of AGs, IOs and POs. Each PO has a criteria and an evaluation procedure. Project includes a data processing component for IEPs, historical records, progress reports, etc.

Written for TMI, SMI and SXI.

13. **A Secondary Pre-Vocational Curriculum Guide for Teachers of the Educable Mentally Retarded**
Atlanta Public Schools
Atlanta, GA
1970
Price: Unknown

A curriculum guide for grades 8—12 containing specific objectives and limited number of instructional procedures. Includes resources, teaching aids and evaluative techniques.

Written for EMI high school.

14. **S.M.I.L.E. — Math Management System**
Author: Robert Carrier
Taylor School District
Taylor, MI 48180
Price: Unknown

Most useful as a source of performance objectives. Most need a criteria statement although they are very specific. Organized into strands and substrands. Objectives are correlated with Houghton Mifflin Individualized Computational Skills Program/Kits 3-4, 5-6 and 7-9.

Written for any learner and is useful for any generic math curriculum.

15. **Vertical and Horizontal Management of Special Education Students Title IV-C Grant**
Contact: Ann Bass
Wayne Westland Community Schools
Wayne, MI 48185
Price: IEP Vertical Form — $8.00
IEP Guidelines for Vertical Management by Objectives — $15.00
Curriculum Guidelines for Each Disability Area — $15.00 each

This curriculum is a source of AGs, IOs and POs. The vertical format contains the AGs and IOs while the horizontal format contains the specific day-to-day POs. The program is being revised into one bank of objectives for cross-categorical use instead of the separation and duplication of a bank for each disability area.

16. **Washtenaw Special Education Curriculum**
    Contact: Jill England or Barbara Banet
    Washtenaw Intermediate School District
    Ann Arbor, MI 48103
    Price: Approximately $10.00 for each volume

A series of curriculum guides containing goals, IOs and POs. Separate volumes for SMI/SXI, TMI—young adult, EMI/EI/LD, speech and language, pre-school and students receiving Teacher Consultant services.

REFERENCES

Developing Performance Objectives. Michigan Department of Education. Revised 1974.

Federal Register, Volume 41, Number 163. Tuesday, August 23, 1977. (Education of Handicapped Children).

Federal Register, Volume 46, Number 12. Monday, January 19, 1981. (Part XII—Interpretation of the Individualized Education Program).

Michigan Special Education Rules. Michigan Department of Education, State Board of Education. Amended August 1982.

Roberts, Wesley K. Preparing instructional objectives: Usefulness revisited. Educational Technology, July 1982. p. 15—19.

The I.E.P.C. Process in Michigan. Michigan Department of Education, Special Education Services Area. January 1981.

A RESOURCE GUIDE TO DEVELOPING ANNUAL GOALS, SHORT-TERM INSTRUCTIONAL OBJECTIVES AND PERFORMANCE OBJECTIVES

Published by:
Michigan State Board of Education

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MICHIGAN STATE BOARD OF EDUCATION

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